

THE *Journal* AEP OF THE *Association*

IN THIS ISSUE:

January, 1953

Volume XII, Number 4

CALIFORNIA AND EDUCATIONAL TELEVISION

by Earl Warren 38

TELEVISION AT THE UNIVERSITY OF MICHIGAN

by Garnet R. Garrison 40

THE OBLIGATIONS OF AN EDUCATIONAL TV STATION

by Franklin Dunham 42

SPEECH CORRECTION WITH THE TAPE RECORDER

by Ruth Gifford Arnold 44

OTHER FEATURES: EVENTS OF SIGNIFICANCE, inside front cover. EDITORIAL, page 37. STILL THEY COME, page 45. AVAILABILITIES, page 47. OUTSTANDING PROGRAMS, page 47. IDEA EXCHANGE, page 48.

THE ASSOCIATION FOR EDUCATION BY RADIO

Events of Significance

Hungerford Appointed JCET Consultant

E. Arthur Hungerford was added to the staff of consultants for the Joint Committee on Educational Television on January 1. "Mr. Hungerford will advise school men in connection with the engineering phase of educational television," JCET's executive director, Ralph Steetle explained.

"He will attend state-wide, regional, and local conferences to discuss with educators engineering requirements for the construction and operation of television stations. While the Committee has provided some engineering service for the past several months, along with legal and programming assistance, we shall be able to give more specific assistance with Hungerford as a full time consultant."

Hungerford has had extensive experience in communications engineering. During the war he designed radar trainers for the United States Navy Special Devices Division of the Bureau of Aeronautics. After being released to inactive duty, he remained with the Special Devices Services and became director of the Research and Development Division. He originated and directed the project which was conducted by that division to test the effectiveness of television as a training device.

Hungerford's experience also includes nine years with the National Broadcasting Company, where he began in the sales promotion department in 1933, served in the TV engineering and film departments and, in 1940 became assistant manager of NBC's television operation.

For the past year Hungerford has participated in educational television conferences throughout the country. As television commercial manager for General Precision Laboratory in Pleasantville, New York, he has introduced broadcast equipment to the industry and has explained television video recording methods to educational and civic groups.

He is already known as a top-flight

television engineer among the nation's educators. He was assistant director of the Educational Television Programs Institute held at Pennsylvania State College in April, 1952. Since then he has participated in other regional and state-wide television conferences as a JCET consultant.

"The temporary leave of absence which General Precision Laboratory has granted Hungerford will make it possible for him to give his full attention to educational television," said Steetle.

"His availability will help to expand and strengthen the JCET Field Service Program."

Radio-TV Scholarship at Wisconsin

A graduate scholarship in journalism was established at the University of Wisconsin in late November from funds provided by Joseph C. Harsch, Washington foreign affairs columnist for the *Christian Science Monitor* and radio news commentator.

Harsch turned over to the University's School of Journalism the \$1,000 prize given him in May, 1952, by the Alfred I. duPont Awards Foundation for "his consistently excellent and accurate gathering and reporting of news by radio, and his expert, informed, and reliable interpretation of news and opinion."

The University Board of Regents accepted the fund and approved a School of Journalism plan for creation of the Joseph C. Harsch-Alfred I. duPont Awards Foundation Scholarship in Journalism.

Under the plan, a scholarship of \$250 will be offered in four different years to a student who has demonstrated promise of developing into a competent, responsible radio or television news analyst and who desires, as additional preparation, a year of graduate study devoted primarily to the social sciences.

The Harsch-duPont scholarship will be administered by a faculty committee.

"The committee has no thought that

such a graduate year of itself will make the recipient a finished 'commentator,'" declared a School of Journalism prospectus for the scholarship. "Such an objective would be entirely unrealistic.

"The thought is, rather, that such a year can provide a helpful and essential boost toward that goal."

Peabody Awards Deadline Passes

The deadline for submitting entries for the George Foster Peabody Radio and Television Awards was January 14, 1953, according to Dean John E. Drewry of the University of Georgia's Henry W. Grady School of Journalism.

The awards, administered by the Grady School, compare with the Pulitzer prizes of literature and journalism. Winners of awards given for work done during 1952 will be announced in the spring at a meeting of the Radio Executives Club of New York.

Eight awards will be made for outstanding work in radio, and four will [please turn to page 45]

NATIONAL OFFICERS

JOHN C. CRABBE, *President*; director of radio, College of the Pacific, Stockton, California.
ELIZABETH E. MARSHALL, *First Vice-President*; Chicago Radio Council, 228 N. LaSalle St., Chicago 1.
GEORGE JENNINGS, *Second Vice-President*; director, Chicago Radio Council, 228 N. LaSalle St., Chicago 1.
BETTY ROSS, *Secretary*; NBC, Merchandise Mart, Chicago 54.
JOSEPHINE HEUER, *Treasurer*; St. Louis Public Schools, St. Louis, Missouri.

DIRECTORS AT LARGE

WILLIAM D. BOUTWELL, *Scholastic Teacher*, New York, New York.
KATHLEEN N. LARDIE, *director*, Station WDTR, Detroit Public Schools, Detroit 6.
WILLIAM B. LEVENSON, *assistant superintendent of schools*, Cleveland, Ohio.
WILLIAM SENER, *University of Southern California*, Los Angeles, California.

REGIONAL DIRECTORS

LEON C. HOOD, *Northeastern*, East Orange, New Jersey.
ELMER G. SULZER, *Southeastern*, Indiana University, Bloomington.
JOSEPHINE WETZLER, *Great Lakes*, Station WLS, Chicago.
A. HELEN ANDERSON, *West Central*, Denver, Colorado.
A. L. CHAPMAN, *Southwestern*, University of Texas, Austin.
PATRICIA L. GREEN, *Pacific Northwest*, Portland, Oregon.
HELEN RACHFORD, *Pacific Southwest*, Los Angeles.

AER JOURNAL STAFF

TRACY F. TYLER, *Editor*; 301 Johnston Hall, University of Minnesota, Minneapolis 14.
GEORGE JENNINGS, *Business Manager*; director, Chicago Radio Council.
OLIVE MEHUGH, *"How To Do It" Editor*; Board of Education, Toledo, Ohio.
PHILIP LEWIS, *Television Editor*; Chicago Teachers College.



The Journal of the AER, published monthly except June, July and August by the Association for Education by Radio. Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 301 Johnston Hall, University of Minnesota, Minneapolis 14, Minnesota. The Journal of the AER goes to all members of the Association. Annual dues \$5, of which \$3 covers a year's subscription to The Journal of the AER. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to Josephine Heuer, treasurer, St. Louis Public Schools. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.



Planning Television Programs

THE FEDERAL COMMUNICATIONS COMMISSION, in its allocation of 242 television channels for education, set drastic limits on the time during which educators would have to decide whether or not to utilize their channels. Such a time limitation is not, however, without its merits. It has forced early cooperative efforts by city and state educational institutions and organizations and civic and cultural agencies. Thus it has brought together, possibly for the first time, many groups having common aims.

Already differing patterns for the proposed utilization of these channels have appeared. Perhaps the most common pattern seen so far is where a state university, because of its generally recognized obligation to provide state-wide service, has been the center of the proposed plan. Such is the case in the states of New York, North Carolina, Wisconsin, Oklahoma, and Minnesota, to mention a few. In other states, efforts have centered on the utilization of a single channel by the institutions and organizations within a metropolitan area. Houston, Texas, Los Angeles, San Francisco, South Bend, Indiana, and Ithaca, New York, might be cited as examples of this type. In Connecticut, on the other hand, the State Board of Education has filed an application for channels in Bridgeport, Hartford, and Norwich, and plans to utilize them for state-wide service.

This Month's Articles—California is the first state in which the Governor has taken the initiative in holding a conference of educational and civic leaders to explore the possibilities for a state-wide educational TV system. For this reason Governor Warren's opening address before this group of 2,500 representatives of the educational and civic interests of his state is included in this month's issue.

Another article details the TV efforts thus far at the University of Michigan. This story was prepared exclusively for use in the *Journal*. What Garnet R. Garrison, who directs TV at the University of Michigan, has to say may prove of value to other institutions in making their TV plans.

Dr. Franklin Dunham, chief of radio-television, U. S. Office of Education, was the author of an article entitled, "The Obligations of an Educational TV Station," which appeared in the July, 1952, issue of *The Educational Record*. Because of its importance, permission has been secured to reproduce Dr. Dunham's article.

Tape Recorders—The use of tape recorders is becoming more widespread every day. More and more schools are adding such recorders to their equipment. Many teachers in schools lacking such equipment bring their own recorders to school and use them regularly. The use of recording devices for speech correction is not new, but the experience of Mrs. Ruth Gifford Arnold in the schools of Union City, New Jersey, may offer suggestions to others in her field.

Program Requirements Differ—One of the important problems facing individuals planning programs for television is to recognize the different requirements which radio

and TV must meet.

Radio appeals to the auditory senses alone. Consequently, an effective program must convey its message through the ear—using speech, sound effects, music.

Television, although it uses sound also, must center its programs on the visual senses. A successful TV program is not based on sound, with visual materials used to increase its effectiveness. It must be built around pictures—pictures which dramatically and effectively convey an idea or a story. The sound in TV is relegated to a minor role and is used only when it makes the visual aspect more effective.

Experience has revealed also that speech, when it is used in a TV program, must be presented at a slower rate than is usual in radio.

Violations Still Occur—The importance of the differences between radio and television cannot be overstated. They are frequently forgotten in planning programs, not only by the inexperienced, but by those who should know better. Commercial stations, and networks as well, often, in the past, have violated this principle. The simulcast might be mentioned as one example. Certainly, a program which is carried simultaneously on radio and television seldom attains the same level of effectiveness in both media. Usually it is most effective in the medium for which it was primarily planned. Perhaps that is why TV has produced few outstandingly successful newcasts, panel discussions, or platform addresses.

Radio, it might also be pointed out, can do a much better job if a speaker presents his material from the studio rather than from the rostrum of an auditorium. Material prepared for platform delivery necessitates different presentation techniques. Usually, also, a radio talk is more effective if it utilizes a style of writing and of organization aimed specifically at a single individual or, at the most, a small group in the home.

Selecting the Medium—Teachers and advertisers have much in common. Each wants to reach a particular audience; each has information to convey, interests to arouse, attitudes to change, or skills to develop. The advertiser selects the medium or media which he feels will be most certain to realize his objectives. The teacher must do the same. If her objective can best be attained through pictures, TV [or a sound motion picture] is probably the medium to use. If, on the other hand, her objectives are structured on speech, sound effects, music, then radio seems to be indicated.

New Members Important—Another list of new AER-T members appears in this issue. Two, it will be noted, are institutional memberships. The importance of our continuing drive for new members must not be overlooked. The continuance of the *Journal*, as President Crabbe has pointed out repeatedly, depends on the success of this drive. If every member does his part, no further *Journal* space need be devoted to recruitment.—TRACY F. TYLER, Editor.

California and Educational Television*

Earl Warren

Governor, State of California

I AM GRATEFUL for your response to my invitation to come to our state capital to consider the potentialities of television as an educational facility.

We could not be sure, when we selected these dates so near Christmas, that they would be convenient. Your willingness to leave your homes at a time when one's own fireside has so many compelling attractions in terms of holiday reunion and family happiness, and at a time when weather conditions may not be the best for travel, is eloquent testimony both of your generosity and of the importance you attach to the topic of the conference.

The timing of the conference was, of course, controlled by circumstances, including the fact that the channels allocated by the Federal Communications Commission for educational television have been made available only until next June. This made it clear that if educators, legislators, and others were to look to the conference for recommendations and information, our meeting had to be held with a minimum of delay. The intervening time was needed for planning and preparatory work. I hope that what has been done will facilitate your deliberations and will help you feel that your trip to Sacramento was worth while.

In acting upon Dr. Simpson's request to call the conference, I considered that the initial responsibility of my office, which has had the indispensable assistance of our departments of state government, was to provide the forum; but from this moment the meeting belongs to you. This has been my conception of the several state-wide conferences we have had on important public questions: employment, children and youth, the problems of the aging, water resources, prison reform, traffic safety, industrial safety, and mental health. I believe it was the proper approach in every instance. I believe it is in consonance with the best in our democratic process; that it has made

possible a great degree of public participation in governing our state.

All the eleven and a half million people of California cannot be brought together in a single meeting, but a group such as this can be assembled who may be fairly said to represent the whole citizenry. That we have tried to do today. This conference is intended to be a modern adaptation of the New England "town meeting." It has, at all events, been called in that spirit and I believe it will be conducted in that spirit.

By participating in the conference, you have accepted a significant responsibility. Science has placed at the disposal of the people a device the educational potentialities of which appear to be tremendous. It may be that we are coming to grips with the richest opportunity in history to make available to every person all the cultural resources that have been painstakingly formed and assembled throughout the centuries. If such is the case, then the manner in which our generation uses such an opportunity—for ourselves and for those who will follow us—can be a measure of whether we are worthy of being the spiritual heirs of Jefferson, who regarded education as

The resource most to be relied upon for ameliorating the condition, promoting the virtue, and advancing the happiness of man.

At the beginning of our civilization, the opportunity to learn was limited to the few. For centuries the writings of the scholars were restricted to laboriously prepared, single manuscripts. The ability to read was non-existent among the masses.

Then Johannes Gutenberg, in 1439, discovered the principle of movable type, by which the letters of the alphabet could be arranged in any combination and an unlimited number of copies struck off by mechanical means. His invention made it possible to accomplish the ideal of developing an informed citizenry fully capable of self-government. Books became plentiful. Presses were perfected, giving birth to the newspaper and periodical. Universities were founded. Public schools were

established. Illiteracy was conquered.

The degree of enlightenment that has come into the world since printing was invented, contrasts with the darkness that existed in the preceding centuries as the noonday sun contrasts with polar night. And in the past one hundred years, electrical means of communication have been developed that make the transmission of thought and information an instantaneous process. These culminated in your lifetime and mine in the miracle of radio, and now with the invention of television a first-hand knowledge of events can be had through the eye as well as the ear.

We need not, however, stand in supernatural awe of television. It seems to me that our consideration of its possibilities for education should be just as practical and prosaic as when considering the use of books or charts or blackboards. True, it is a fascinating facility, but our fascination should not blind us to its limitations as well as its potentials.

If educational television stations are placed in operation they cannot, for instance, ever replace the warmth of human contact and personal stimuli that issue only from the relationship of teacher to pupil. Television can, however, be helpful to the teacher as well as the student. It can complement classroom instruction. It can place at the disposal of every school, no matter how large and complex or small and remote, all the resources of library, university, museum, scientific demonstration, and every other cultural and instructional medium. By an exchange of programs recorded on films or kinescopes, each school can supplement the teaching job of every other. In-service training in teaching techniques can be a constant process.

Another use of possible great significance may lie in the field of adult education. It is axiomatic that learning is a life-time process. Likewise, it is known that the more education a man has, the more he wants. The pressure upon our present adult education facilities is so great as to indicate the immediate value of television in the

*Opening address to 2,500 educational and civic leaders assembled for a two-day conference on educational television, Sacramento, California, December 15-16, 1952. The California Conference was the first to be called by any governor.

program.

If the stations are established, it would be possible for the man who spends his daytime hours at the bench or desk to sit in the quiet and comfort of his living room and get an education. The American Council on Education believes that

In the home atmosphere, television has a remarkable quality of informality and intimacy which, if skillfully handled, should contribute markedly to the learning process. It is not entirely fantastic to consider the possibility that courses given on television could even lead to a degree. We know that Western Reserve University, for example, is already pioneering in offering formal courses, with registration and fees, prepared papers, and examination.

The value to shut-ins of such an opportunity as this is so great as to justify enthusiasm.

It is to all these values that I am sure the conference will give a great deal of its attention. It is realized, also, that the facilities will cost money. There is no true measure of the cost of anything, however, unless the value is equally known. I am confident that the sections of this conference will never lose sight of that important principle.

We spend in California considerably in excess of a half billion dollars every year to maintain our system of public education, comprising 45,000 elementary classrooms, 25,000 high school classrooms, 71 junior colleges, a maritime academy, ten state colleges, and our University of eight campuses. When we add to this sum the expenditures of the many private institutions of learning in our state which also have an interest in educational television, it amounts to an enormous sum.

The General Precision Laboratories have estimated the capital cost of a basic educational television station at \$267,000 to \$292,000, and the annual operating cost at \$200,000. Amortizing the investment over a six-year period, the real cost per year for one station would be \$247,000, or a little less than two million dollars a year to own and operate our eight educational television stations. The construction cost for one has, of course, already been provided through the generosity of the Hancock Foundation. The Los Angeles station will consequently be on the air early next year, and I am happy to have the opportunity to acknowledge this contribution by Captain Allan Hancock,

who is on the platform with us this morning. Thanks to him, California will be one of the first states actually to have an educational television station. Meantime, the commercial stations have been generous in providing time, for educational programs, and this, also, is deeply appreciated.

The aggregate amount for educational television in California would, of course, be somewhat more if we were permitted to have the four additional stations and relaying equipment which our engineers find would be necessary in order to bring the service to the most remote parts of the state. Such coverage is very important in the light of our policy of making equal educational opportunities available to every child in California.

If these cost estimates are correct for our state, they represent only a very small percentage of the total budget for public education—to be exact, four-tenths of one per cent. What is this if it can accomplish the things our educators believe it will?

Educational television would not be in competition with commercial television, because the man or woman bent upon learning will find some way to accomplish the end. The educational stations, which would be able to put a far greater volume of instructional matter on the air than commercial stations could afford or be expected to do, would merely facilitate the process. I have been heartened to hear from leaders in commercial television that they agree with this concept. One television executive has said that to fulfill the specialized needs of schools for classroom activity, and to provide educational fare of a wide variety for home use, educators should have direct access to television. Emphasizing this point of view, he said that commercial television broadcasters should lend every possible assistance to educational institutions and their television organizations in connection with technical problems.

This is proof of a desire for teamwork, and teamwork we must have, of course. I know we can have it in California. I am confident that the people of this State will demonstrate, as they always have, the cooperative and progressive spirit which is the hallmark of California and the West.

Other states are already exploring the use of television for educational

purposes. We do not want California to lag behind, although this is said not in any sense of competing for glory but of emulating whatever is good and practical and useful in American life. We must emulate and adapt and perfect if we are going to make the most of our opportunities in a state that is growing more rapidly than any other place in the nation. As I have said in discussing other problems facing California, because of this growth we have to run in order to stand still.

I recognize and commend the leadership that has already been developed in the communities of our state where the Federal Communications Commission has allocated the eight channels for educational television. One of the purposes of this conference is to assist such groups. I believe this is in harmony with the principle enunciated by the American Council on Education that

Local organizations will determine the character of an educational station, because it is in the local setting that the stations find their purpose and their justification, and in the long run will find support if worthy of it.

If the state is to accept these television channels, it is, in my opinion, imperative that we adhere to certain principles.

First, both the program policies of the stations and the content of the programs should be determined in their entirety by educators for purposes of education alone.

Secondly, the stations must be kept as independent of the general state administration as the public schools are at the present time.

And third, there should be no commercial aspect in the programs, and no competition with commercial stations. I say this because some people undoubtedly will have concern lest educational television become competitive with private enterprise, and others lest it become political in operation. I believe we can dissolve these fears and clarify our discussions if we agree at the outset to be guided by these principles.

I have no doubt that the points I have discussed are as obvious to you as they are to me, and in calling them to your attention I have no desire of restricting the subject matter of the meeting. As I stated in the beginning, this meeting is yours. I would like to

[please turn to page 43]

Television at the University of Michigan

Garnet R. Garrison

Director of Television, University of Michigan

ALTHOUGH TELEVISION IS GROWING by leaps and bounds, all its potentials are just being explored. The University of Michigan, following the theory that this new medium of mass communication could be utilized for public enlightenment as well as public entertainment, pioneered in an effort to serve the TV audience via "Telecourses." The project started as an experiment, but the public's response and encouragement turned the experiment into a success. As one registered student explained, "I think many of us have been waiting for the educators to contribute something worthwhile educationally and now since you have put your foot in the door, we would like to see you get in further." Educational television at Michigan needs to be here to stay.

Two and a half years ago, WWJ-TV, Detroit, and the University embarked on this venture. The station approached the University with an offer of time on the air and the station's production facilities to be used for public service. The proposal was considered by administrative officials, the broadcasting committee, and a special study committee and, in a matter of weeks, the offer was accepted.

Sunday at one was chosen as the most auspicious time for the new broadcasts. It was felt that at this time the program would reach both men and women. The station also pledged the University that it could have the hour on the air as long as it desired. In addition, WWJ-TV donated the services of a complete production crew in the studio for three and a half hours camera rehearsal time as well as a weekly sum of \$100 to the University to help meet expenses.

The first program was launched on Sunday, November 5, 1950. Since then U-M Television has received over 7,000 registrations from interested students and commercial ratings indicate that the program has an average weekly viewing audience of 150,000.

The purpose of the program was to bring college-type courses into the homes of people who were unable to

attend college and who wished to continue their education. The newly established Television Office coined the word "Telecourses" to describe these courses presented via television. It was decided to divide the hour on the air into three 20-minute segments. The first two would be devoted to the courses and the third "Teletour" segment would serve as the University's showcase by giving the people of the state behind-the-scenes glimpses of what goes on in various fields at the University.

Because of popular demand the format has since been changed and expanded. The 20-minute courses have been extended to a half hour each and the "Teletour" portion, now called "Michigan Report," is now viewed Saturday evenings at 6:00.

The first series consisted of a 14-week course, called *Man in His World: Human Biology*, which surveyed the entire field of human biology from cell development to man in his environment. Along with this course were two seven-week courses, *Living in the Later Years: Hobbies Put to Work*, which demonstrated the need and ability of older people to assume a responsible role in society; and *Photography*, a practical course about cameras, lenses, lighting techniques, etc.

The spring series had a similar arrangement with one 14-week course, *Lands and Peoples of the Far East*, and two seven-week courses, *Interior Design: the Home and Contemporary Living*, and *Retailing and the Customer*. The first dealt with the political and economic problems as well as the society and culture of Japan, China, Korea, and Southeast Asia. The second stressed new developments and contemporary thought in designing home interiors; while the third was about the fundamentals of retail operation and business.

The fall 1951 courses were *Man in His World: Human Behavior*, a 15-week survey of the basic principles of psychology; *Democracy in Action: Parliamentary Procedures*, a study of efficient handling of committees and club business meetings for seven weeks;

and *Understanding the Child: Growth and Development at Home and School*, a seven-week course covering the physical, emotional, social, and mental areas of the child.

This series was followed by *Democracy in Action: Political Parties*, an examination of the major parties from their grass roots beginnings to their present functions in national elections. This 15-week course was given simultaneously with two consecutive seven-week courses in *Understanding Numbers: Their History and Use*, which aimed to increase the understanding and utilization of numbers; and *Exploring the Universe: the Solar System*, dealing with the stars and planets in the universe and their physical conditions.

Prior to the choice of a course, the Television Office goes through an intense "screening" of the University's faculty in search of professors who not only are effective classroom teachers as well as specialists in their fields, but also have a certain degree of "video presence" and "showmanship ability." With television on such a competitive basis, professors have to do more than just lecture. Visual aids, props, working models, or "gimmicks" have to be used to enhance a lesson and make it more than a classroom delivery.

An average of 40 props are used for each program. These range from billiard balls and boxes of powdered sugar to 12-foot tall fir trees and furnace models. The billiard balls were used to illustrate genes in heredity and the trees and furnaces were for a course in natural resources. Once the Television Office was faced with the problem of demonstrating the critical mass needed for an atomic explosion on its modern physics course. The suggestions were many before a solution was hit upon. Powdered sugar, blown out through holes in the cover of a box by hand bellows, represented a cloud of escaping neutrons and did the trick.

Since educational television was and still is a comparatively new field, U-M Television has had to do its own experimenting and has profited by its

own mistakes.

It was found that a course would be more interesting if a professor did not rely on notes or read a script. Instead, the professor is rehearsed thoroughly during the week prior to the show, though he does not memorize his material.

Regarding rehearsal techniques, I feel that a warning should be addressed to educators who contemplate going into television, about the dangers of slighting rehearsals. If educational television is to be effective, the program must be planned with great care and every effort made to adapt to the medium.

Our rehearsal pattern is as follows: The supervisor of production, the script editor, and the instructor have a meeting regarding the organization and visualization techniques to use. This is a give and take meeting lasting approximately an hour to an hour and a half. The supervisor of production then works individually with the artist on preparation of signs, pulls, three dimensional models, and slides. A specific example might be 25 hours one week spent in working out a simple three-dimensional model for an astronomy lesson to indicate in motion the phases of the moon.

The script editor has a mid-week conference with the instructor, devoted to content. The script editor, in a sense, stands in for the average viewer. He indicates to the instructor when the points are not clear, when amplification is needed, and when major points need to be eliminated due to the exigencies of time.

No word-for-word script is ever prepared. The instructor works from an outline instead. A dress rehearsal on camera is held in the campus studio on Friday. Final adjustments are made following this rehearsal. The group goes into the Detroit studio on Sunday morning for a dry run, a dress rehearsal, and the performance.

The instructors who participate seem to appreciate the value of preparation. Associate professor of zoology, Dr. Karl F. Lagler, in his article for *The Biologist*¹ on "Teaching Human Biology Via Television," wrote,

Ease and confidence are built in the instructor with practice and he should take all of it that he can get.

Wilbert J. McKeachie, assistant pro-

fessor of psychology, in "Teaching Psychology on Television," an article for *The American Psychologist*,² wrote,

The necessity for careful planning and smooth development of ideas was also an argument against unrehearsed discussions or question-and-answer periods, which we considered as teaching techniques.

The Television Office staff of five full-time and six part-time persons, including the artist, prepares the entire program as a package on campus. Props are hunted, the script is written, the art work done, special films are taken, and the professors are rehearsed until Sunday when the entire "package" is taken into Detroit. It has been figured that the distance traveled for these weekly trips to the studios will average 25,000 miles this year or once around the world at the equator.

Because of the limitations of broadcast time, it was recognized that a great deal of important and interesting material on the subjects could not be included. Therefore, in addition to the weekly lesson on the air, the professors were asked to prepare special supplementary material. Each week, before the program, registered students receive the supplements which give the history and background information about the topic of the week. These supplements run about 2,000 words in length each week and are illustrated by the TV staff artist. Interested persons receive this material for a nominal fee—\$2 for the 15-week courses and \$1 for the seven-week courses. The money is used by the University's Extension Service to defray part of the administrative expenses and printing of the telecourse syllabi. The Extension Service also takes care of sending out the material and handling the return requests. Besides the supplementary material, the television students are sent an examination and a questionnaire at the end of the series. Upon completion of the examination, they receive Certificates of Participation from the University's Extension Service.

The questionnaires are, in a way, a finger on the pulse of our audience. Through them we have received constructive criticism as well as pertinent information for our records.

The returns indicate that we have as many men as women watching. One statistic was quite significant, close to half were in the 40 and over age bracket,

a group which normally participates little in usual adult education activities conducted away from the home. Usually two or three people in each home watch our programs, 74 per cent of the students saw 12 or more of the 15 lessons and 81 per cent saw five or more of the seven lessons.

The series, first broadcast only over WWJ-TV, Detroit, expanded its coverage of the state in the spring of 1952 as WJIM-TV, Lansing, and WKZO-TV, Kalamazoo, started to carry it via micro-wave relays. An additional adult education program was added to the schedule at about the same time. Specialists from the University's teaching staff travel to Grand Rapids every Saturday for a half hour show at one o'clock, called *Understanding Our World*. This series, designed as a general information program, encompasses many areas of study in the University. Current events, child care, psychology, and similar academic subjects are applied to every day life by the faculty.

This fall the courses have had predominantly male appeal. We are telecasting a 15-week course, *Man in His World: Modern Physics*, which deals with such topics as the atomic bomb, the atomic pile, the hydrogen bomb, cosmic rays, the cyclotron, and synchrotron and their applications in modern industry and medicine.

The second half of the program was devoted to *Understanding Our Natural Resources: Forests, Rocks, and Waters*, for the first eight weeks. This is being followed by *Understanding Music: The Vocal Arts*, a music appreciation course on the singing voice from the solo to grand opera.

For the spring series we plan to have courses with more general appeal. The semester course will be an anthropology series, entitled, *The Progress of Mankind*. The other two will deal with *Creative Artists at Work* and with *Food and Nutrition*. The latter will survey the latest research in nutrition, food fads, foods children need and like, diets, and food for health.

Since the University started educational television two and a half years ago, it has expanded not only production wise but also facilities wise. From a five-by-ten-foot office, the staff has moved into a three-story former funeral home. Plans are under way for con-

[please turn to page 45]

¹Vol. XXXIII, No. 3, February, 1951.

²Vol. 7, No. 9, September, 1952.

The Obligations of an Educational TV Station*

Franklin Dunham

Chief of Radio-Television, U. S. Office of Education

WHEN WE ATTEMPT TO DISCUSS the alternative proposals for an educational institution's use of television, we want to first agree, it seems to me, on

[1] What the public we wish to serve may reasonably require of us,

[2] What resources we possess to meet that demand, and

[3] What facilities we need to use to carry out our obligation.

Of course, among the alternatives facing us is the major one: Whether we intend to do anything about television at all. Here public and privately supported institutions may, at once, sense an entirely different kind of obligation.

If, as Dr. Arthur Adams has said, educational television is the extension of the rôle of an institution, as laid down in its charter, to serve an immensely greater number of people than it has heretofore been able to do, and to serve better, too, its own present community of students and faculty, or in the case of a school system, its pupils and teachers, then we can *all* use this new medium of education, to the degree that our particular facilities permit—or we can increase these facilities to meet the need and to meet the obligation that is newly pressed upon us. The obligation, then, becomes a challenge and an opportunity.

In a recent issue of the *Annals of the American Academy of Political and Social Science*, I drew up what I called a first draft of a "Declaration of Peoples Rights in Radio and Television." It might be advantageous to introduce a listing of those Rights here:

[1] The right to free communication, with the world as it exists,

[2] The right to receive news, clear and free from coloration or bias,

[3] The right to hear as many sides of a question as there are, discussed with utmost freedom,

[4] The right of access to the information, education, and entertainment being sent over the air,

[5] The right to wholesome entertainment as an escape from the problems of the work-a-day world,

[6] The right of every citizen to find satisfactory radio and television fare, appealing to some legitimate interest, whenever he tunes in, and

*Reprinted from *The Educational Record*, July, 1962, with the permission of the publishers and the author.

[7] The right of all levels of taste, within the standards of decency, to be served through the medium of radio and of television.

I do not believe we can put the cart before the horse. The cart is the station over which we broadcast, with all the facilities and resources we can bring to it, but the horse represents the programs people will or will not view or listen to. Therefore, I have made a list of program-types that we may now, or in the future, expect to receive over television.

The first four types are the traditional and expected programs we shall continue to receive over standard commercial broadcasting stations, produced without particular help of educational institutions.

They include:

[1] Entertainment features,

[2] News: newscasts, comment, and discussion,

[3] Sports, and

[4] Special events of every character.

No. 5, *Cultural*, however, begins to look interesting to us. It includes programs of great cultural value—operas like *Amahl*, produced this past year by NBC, *Gianni Schicchi* by Puccini, produced also by NBC; symphony orchestras like Toscanini and the NBC Symphony and the New York Philharmonic of CBS; drama like *Studio One*, *Celanese*, *Pulitzer*, *Philco*, *CBS Workshop*, and many other fine, cultural, and entertaining features.

No. 6, *Developmental* [for want of a better word]. Programs like *Heritage* done by the National Art Gallery and NBC, presenting the great art works of the world, utilizing that marvelous element in television to take us places and to see things.

Literature, such as reviews of current books and the views of authors on their own and others work; music appreciation, explanations of the values achieved through trained listening and viewing through supplemental visual aids and the reading of scores.

No. 7, *News*, not just its presentation, but background material to understand it, presented by authorities who do understand it [we have them!] and high level discussion programs, with more light and less heat.

No. 8, *Talks*, talks in the manner of the BBC, in many subject-matter fields to cover a wide variety of special interests, all to be found in our college curricula, or in that of our scientific institutions.

No. 9, *Dramatized Research*, to be found in countless industrial and engineering enterprises, in many fields contiguous to human needs, like child welfare, health, recreation, housing, food, and all the elements of living. And, particularly to be found in our university and college research laboratories and our extensive research institutions bringing the fruits of study and invention to bear on the welfare of humankind, for example: *The Johns Hopkins Science Review*.

No. 10, *Direct Teaching*, not only the extension of teaching to millions heretofore unable by circumstance to conveniently receive it, but the illumination of the mind by the audio and visual faculties possessed in television when harnessed to the learning process in the classrooms of the nation.

To all this must be added reference books, written and graphically illustrated notes, proper tests for achievement, and when justified, credit toward advancement in the fields of study and accomplishment.

To me, No. 8 [Talks], No. 9 [Drama-

TV Program Types

- [1] Entertainment.
- [2] News: casts and comments—discussions.
- [3] Sports.
- [4] Special events.
- [5] Cultural: opera, symphony, drama.
- [6] Developmental: art, literature, music appreciation.
- [7] News: background, understanding, and discussion.
- [8] Talks: by authorities in subject-matter fields.
- [9] Dramatized Research: [*Johns Hopkins Science Review*].
- [10] Direct Teaching: extension and class room.

tized Research], and 10 [Direct Teaching] seem to fall directly within the obligation and the resources of an educational institution.

No. 5 [Cultural Programs], No. 6 [Developmental] and No. 7 [News], particularly background material for understanding it, may be said to be in the gray area. Often, such programs could be done equally well by both standard commercial and by educational stations.

In the area of Entertainment, News-casts, Comment and Discussion, Sports, and Special Events we must continue to look for major service from the standard, commercial television stations, though even here, any non-commercial educational television station may render great service and, more frequently, may be the direct source of fresh, new ideas and techniques in co-operatively rendering such a service to the people of our country.

An educational institution, then, approaches this question of alternatives of action by asking itself "How can this obligation, which we undoubtedly have, best be served?" One way to answer it is to prepare to operate a TV station in the 242 frequencies set aside for the exclusive use of educational institutions. How long will it take before we get into operation? What will be our audience? How can we assemble and train personnel for such a venture? How much will it cost? Will we be able to justify the expense and the expenditure of energy required to bring it about?

Or, should we try to get time on a first-rate standard commercial station which now offers this time without charge or, perhaps, protect ourselves with a one or two year contract covering such service in order to experiment with this new medium.

The answer on that count is: You can do both! It is probable that television will grow much as radio has but much faster! There may easily come a time when our best and most sincerely motivated station managements may not be able to offer time, particularly for minority audiences. A small audience program not only kills the station audience for the time it occupies but kills both the program audience ahead and the one that follows, since people habitually tune in on a station, not merely for a program, but a sequence of programs. If your program doesn't

have mass appeal, it may, by its very nature, and not by its value, suffer cancellation, or be moved to a less desirable hour.

"Study your audience," John Erskine used to say, "reach them at convenient hours. Gain and hold their attention and you have a chance at success." Nothing is so frightening to radio or television [or even to an educator] as to realize that no one is listening!

Or take the other alternative: Closed-Circuit programming. If you only wish to serve a campus or an individual building, that is your answer. It is also the answer to experimentation with captive audiences.

Or take another alternative: Let us provide studio facilities, which we can use for our training courses as well, and build programs to be sent out over commercial stations. That is a sensible approach, particularly until you have your own transmitting facilities. Syracuse University does this now and does not expect to stop programming for near-by commercial stations, even when it may have its own television station.

Or take another alternative: Combine with other educational organizations in your area to finance and operate a non-commercial educational television station, wherein only the resources that you particularly possess may be utilized in programming, letting each group contribute what they can do best to the project. This is the answer for many institutions and school systems.

Or the final decision on direct action: Inasmuch as we have only a year in which to make an application, make it now; proceed by steps to both finance and operate it and offer to other institutions a share of the television day at a pro rata cost, or simply the cost of their own programming and use of facilities.

I think it is evident from what I have said that we must be swift of action—we must have that rare quality of speed, *without hurry*. There is no pattern yet in the form an educational television station will take, save that of WOI-TV at Iowa State College. It has, at least temporarily, commercial network programs as well as excellent programs of its own. It has a wide coverage and a sole monopoly of an audience, soon to be competed for by other stations.

To sum up: Every station applicant is a special case and the JCET and the U. S. Office of Education stand ready

to help whatever your decision. The question of how long it will take before a non-commercial educational TV station can get into operation will only be solved by the speed with which a construction permit can be granted by the FCC and the equipment delivered by the manufacturers. The question of audience will depend entirely upon the number of interested people possessing television sets who will be attracted toward your program. The question of training personnel will be one for each to decide well in advance of station operation. There are many excellent centers for such training now in nearly every area of the United States.

The question of cost will depend upon the size of the operation, as has been pointed out by E. Arthur Hungerford in an article contained in the proceedings of the Television Programs Institute available at the American Council on Education, 1785 Massachusetts Ave., N. W., Washington 5, D. C. The final justification of expense and expenditure of energy will be determined in the blueprint stage by utilizing the best experience of others who have had this experience and in the production stage by that warm glow of satisfaction that we will achieve in making educational television come true.

[continued from page 39]

have you assume the full responsibility for formulating its recommendations. You are starting from scratch, because no program has been formulated. It is hoped that this will be the genesis of a program.

Everyone attending this conference is important to its outcome and I do not intend to differentiate between you in that regard. However, I know you will join me when I express my appreciation to the Honorable Paul A. Walker, chairman of the Federal Communications Commission, for being with us this morning, and for having taken the farsighted action of allocating these extremely important and valuable television channels to the cause of education. This timely action on the part of the Commission has given us an opportunity to advance that cause which I trust will not be lost either through procrastination or narrow controversy.

I appreciate, also, the presence of Ralph Steeltle, chairman of the Joint [please turn to page 45]

Speech Correction with the Tape Recorder

Ruth Gifford Arnold

Speech Consultant, Union City, New Jersey, Public Schools

"DO I SOUND LIKE THAT? Is that my voice? You mean that's how other people hear me? Are you sure the machine was really working properly?" With a mixture of surprise, disbelief, chagrin, and sometimes unadulterated embarrassment, most people ask these same questions after having heard their recorded voices for the first time. Such are samples of the reactions registered by individuals with what we term "average" speech.

Now try to imagine the extremely magnified reaction of the individual with a speech defect who hears *himself* for the first time? Herein lies the thesis of this article.

As speech consultant for the Union City, New Jersey, public schools it is the author's privilege to use a tape recorder as one of the professional tools in speech correction. There is no greater stimulus to learning than the individual's being brought "ear to ear" to the fact that he sounds as he does. Speech correction in Union City's seven elementary schools and two secondary schools covers the areas of: "baby talk" substitutions, distortions, additions, or omissions of sounds; stuttering; lisping; cleft palate speech; hard of hearing speech; cerebral palsy speech; and other forms of defective speech caused by abnormal brain development. Each of these speech defects has its own set of recognizable sound characteristics which to the trained professional ear thunder their peculiar identity. When the therapist analyzes the speech defect for the individual involved, he too comes to understand and recognize how he sounds differently from others—and insightful learning begins.

The policy of speech correction on the elementary school level for Union City follows a pattern similar to this:

[1] The speech consultant meets with the faculty members of each school at the beginning of the school year to discuss the kinds and symptoms of speech defects they, as teachers, might possibly meet in their classes. This discussion aims at arousing awareness on the part of the teacher to speech defects in the classroom. Though the technical

and scientific aspects of defective speech are referred to, the speech consultant stresses the functional character of speech defects. In other words speech is defective when it deviates so far from the speech of others in the group that it interferes with communication, calls attention to itself, or causes the individual to be emotionally maladjusted. Defective speech decreases an individual's efficiency in communication.

[2] Each classroom teacher then refers the students whom he feels have defective speech to the speech consultant, who begins a diagnostic, corrective, developmental program of speech education. As time goes on, the classroom teacher and the speech consultant work together in the speech corrective program for each individual student involved. While working with the teacher, the speech consultant has the opportunity to "hear" others in the same class who might have been overlooked by the classroom teacher's original "diagnosis."

[3] At this point, the tape recorder as a stimulating and fascinating tool of learning in this audio-visual oriented world of today enters the speech correction program. A kind of "before and after" training via the tape recorder is a workable key in correcting defective speech. Speech which is defective must be *heard as defective speech*. Only when defective speech is compared to a sample of acceptable speech, the speech therapist's for example, or when it becomes obvious to the speech defective himself that he can't communicate or make himself understood, or that he sounds "funny" on the recording machine—can speech correction begin.

[4] This "hearing" process is not to be construed as a miraculous sort of technique. Much listening, comparing, evaluating, and practicing by the individual with defective speech to replace old speech habits with correct ones must follow. Nevertheless the important starting point in speech re-education is that the individual hear himself objectively, and unashamedly.

A case comes to mind of an individual with cleft palate speech who, when he

heard himself for the first time, said he thought he knew why he was laughed at in the school yard—because he sounded "queer." This individual threatened suicide because he was so ashamed of his speech and became suspicious of anyone who desired to help him. Only by the use of the tape recorder as a piece of bloodless, nerveless, and heartless machinery could the individual hear his recording in a closed room all by himself. It was then that he realized there was indeed reason for others to think him "queer" and that what his teachers were trying to do for him was to correct the cause of the "queerness," his defective speech. By a slow but rewarding process of comparing one recording with its predecessor, after several sessions of therapy, the individual realized he could improve his lot as it were, and eventually he accepted an one of his group with efficient speech and a more pleasant personality to match. It is to be noted that defective speech and maladjusted personality are constant companions.

[5] Tape recordings are also used in the speech program of the Union City schools to catch and hold the beauty of gifted speech by individuals and groups on festive occasions or for holiday programs. Christmas time with all its gaiety and warmth and good will is the season most captured in tape recordings of playlets, music, choral speech, and individual recitation.

The tape recorder has been of invaluable assistance in speech therapy. However, it is this author's feeling that a double value would accrue if the individual could not only hear himself as a speech defective, but see himself as well. Possibly the day will come when both audio and visual playback for speech correction purposes will be a reality¹. For lisping, stuttering, cleft palate speech, hard of hearing speech, cerebral palsy speech, and other abnormalities of speech are not only heard, but seen. Each speech defect has its own set of visual eccentricities which also

¹A mirror is one kind of visual aid but it does not serve in the same capacity as the playback of the audio on a recorder. It lacks moving picture continuity for objective consideration.

must be eliminated to the greatest possible degree.

Until the time when both the tape recorder and some kind of visual reproduction are united in one machine for school use, this author duly waits—to be the first customer.

[concluded from page 43]

Committee on Education Television, and the several members of the Committee and its staff who crossed the continent to attend our conference and to give us the benefit of their experience and knowledge. The engineering survey made for us by this Committee has been of great assistance in preparing for the conference.

If the conclusion of the conference is that steps should be taken to utilize the television channels allocated to California for educational purposes, I propose immediately after the conference to name a citizens advisory committee for educational television.

I welcome you to Sacramento, and will always be grateful to you for your attendance and assistance. I am sure

you will derive some satisfaction from this present unselfish service, and it may be in the days to come that you will have the abiding satisfaction of having pioneered a movement that will spread enlightenment and increase the happiness of the individual and his ability to live at peace with all his fellow men.

[concluded from page 41]

struction and remodeling which will include a 42 by 44 studio, master control room, film projection room, public observation gallery, and scene shop. Television equipment, some \$75,000 worth, has already been purchased and is in operation for closed circuit telecasts in a remodeled classroom being used as a temporary studio.

Faculty and administrative committees are currently considering whether or not the University should move into station construction and operation. After a thorough study of costs and programming potentials, recommendations will be made to the Regents for future plans.

Evangelical Lutheran Church
Minneapolis

New York

Juilliard School of Music
Attn.: Harry L. Robin
Director, Acoustics Department
New York
Sophie Plich
Assistant Program Director
Institute for Democratic Education
New York

Helen P. Wheeler
Associate Professor of English
Vassar College
Poughkeepsie

North Carolina

Nathaniel S. White
Instructor of Radio-TV, Drama and Speech
Woman's College
University of North Carolina
Greensboro

Ohio

Allan C. Barnes, M.D.
Chairman
Department of Gynecology and Obstetrics
University Hospital
Columbus

Jonathon Forman, M.D.

Editor
Ohio State Medical Journal
Columbus

Edward Lamb

Owner

TV Stations WICA, WTUN, and WMAC
Toledo

James Leonard
General Manager
Station WLW-C
Columbus

Edith Smith

Secretary

Information Service
Ohio Society for Crippled Children
Columbus

Claude-Starr Wright, M.D.
Assistant Professor of Medicine
and Public Information Officer
Ohio State University
Columbus

Washington

Katharine Phipps
Director of Speech
Wenatchee Junior College

Wisconsin

Dorothy Miniace
Specialist in Radio and Television
Wisconsin State College
Milwaukee
Board of School Directors
Milwaukee

[continued from inside front cover]

be made for television. The awards recognize outstanding and meritorious work in these media and perpetuate the memory of George Foster Peabody, a native of Columbus, Georgia, benefactor and life trustee of the University of Georgia.

Radio awards are made for outstanding public service by a regional station, public service by a local station, reporting and interpretation of news, drama, music, education, children's programs, and promotion of international under-

Still They Come!!!

New members are joining AER-T every day, as can be seen from the list of names below. This is especially gratifying to the Membership Committee and we take great pleasure in welcoming these folks to the organization, and assuring them of untiring efforts of the officers and the Board of Directors to justify their faith in AER-T.

The Membership Committee, once again, enlists the help of each individual member to assume his share of responsibility for building AER-T into a stronger and more influential organization. Two new recruits from each of us will triple our number. Won't you please turn to and get in your two right away! Write for membership blanks or send checks with your letter [made payable to the Association] so that we can credit you with your quota!

December, 1952, New Members

Institutional

Richard B. Hull
Radio-TV Director
Iowa State College
Ames

Thomas R. Carskadon
Chief, Education Dept.
Twentieth Century Fund
New York 18

California

Henry Leff
Director of Radio & TV
City College of San Francisco

Canada

W. Bruce Adams
Director, Teaching Aids Centre
Toronto Board of Education

Florida

Roy Flynn
Director of Public Relations
Florida State University
Tallahassee

Illinois

Mrs. Sophie M. Reiffel
Principal
Hibbard Elementary School
Chicago

Indiana

Edwin Carmony
Supervisor
Audio-Visual Education
Gary Public Schools

Michigan

Sister M. Leonilla, O.P.
Radio Director
Siena Heights College
Adrian

Minnesota

Robert E. A. Lee
Assistant Director of Public Relations

standing. Television awards will be made for outstanding work in education, entertainment, news, and children's programs.

Winners of Peabody Awards are chosen by an advisory board made up of 14 nationally-known leaders in radio and journalism headed by Edward Weeks, editor of the *Atlantic Monthly*. Listening posts are set up throughout the country and make recommendations to the board through the Grady School.

New FM Network Begins

"The WQXR Network," consisting of 17 FM stations covering New York State, Connecticut, and parts of New Jersey, Pennsylvania, and Massachusetts, went on the air January 1, 1953. Most of the stations included in the network have been broadcasting the musical programs and *The New York Times* hourly news bulletins from WQXR for the past two and a half years, but this is the first time that they have been linked together officially and given a definite name.

The evening programs of WQXR from 6:30 p.m. until 11:06 p.m. are heard on most of the network, Monday through Saturday, and from 3:00 p.m. to 11:06 p.m. on Sundays. In addition, the majority of the stations carry programs originating from WQXR during the daytime when they are not broadcasting local programs.

The basic network includes: WQXR AM and FM, New York; WHLD-FM, Buffalo, Niagara Falls; WFNF, Western New York; WVB, Genesee Valley; WHCU-FM, Ithaca, New York; WVCN, DeRuyter-Syracuse, New York; WVCV, Mohawk Valley, New York; WFLY, Troy-Albany-Schenectady; WHVA, Poughkeepsie-Hudson Valley; WQAN-FM, Scranton, Pennsylvania; WWNV-FM, Watertown, New York; WMSA-FM, Massena, New York; WRUN-FM, Utica-Rome, New York; and WHDL-FM, Olean, New York.

The supplementary stations of the Network include: WHFM, Rochester, New York; WFMZ, Allentown, Pennsylvania; WBIB, New Haven, Connecticut; and WDRC-FM, Hartford, Connecticut.

The operation of The WQXR Network on a permanent basis will bring the WQXR programs of good music to practically all the important popula-

tion centers of the northeastern United States.

Art Festival Features TV

Television will be one of the new features added to the program of the sixth annual University of Illinois Festival of Contemporary Arts.

A TV program on contemporary arts will be produced on March 10, in the University studio and screened in an adjoining theatre. Following the broadcast, TV equipment and production techniques will be demonstrated in the studio.

During the six-week period of the University's annual Festival program, [February 27 through April 12] this year—concerts, lectures, plays, and conferences in contemporary arts will be presented on the campus. Art, music, literature, dance, drama, motion pictures, architecture, printing, and radio will be included in addition to television.

Other new features of the 1953 Festival will be the addition of representative American sculpture to the Illinois Exhibition of Contemporary American Painting, a conference on art and music education, and the participation of the University of Illinois Concert Band in a program of contemporary music with the student symphony orchestra and Sinfonietta. Also for the first time the Department of Home Economics will sponsor a lecture on contemporary home planning.

International Radio-TV Council Formed

The first organized effort in the history of radio and television to create an international exchange of cultural programs is now a reality.

Established under the aegis of the National Association of Educational Broadcasters, the newly created International Radio and Television Advisory Council, representing 12 groups, has as its objective the interchange of the best in exportable radio and television fare throughout the free world. The idea grew out of last summer's exploratory European tour of the three-man NAEB delegation, headed by Seymour N. Siegel, during which top radio executives of most of the countries outside the Iron Curtain were interviewed. Strong sentiment in favor of setting up such an advisory committee to implement the free international flow of outstanding radio programs

and television films was voiced on all sides. Intense interest was also evinced by high-level State Department officials, both here and abroad, in the proposed cultural interchange.

Although the work of the Council, reviewing available material, advising on problems of export, import, distribution, and clearance, and publicizing the top cultural contributions of each nation, is primarily for the benefit of educational outlets, its findings and assistance will be available to the entire radio-television industry.

Members of the International Radio and Television Council are: United Nations Radio, Peter Aylen; Voice of America, James Fisher-Northrup; Armed Forces Radio Service, Lt. Commander H. A. Spindt; British Broadcasting Corporation, J. Basil Thornton; French Broadcasting Corporation, Pierre Crenesse; Canadian Consulate, Edward Bellemare; Australian Consulate, Hartney Arthur; Netherlands Consulate, Max Tak; Norwegian Information Service, John Embertsen; Brazilian Consulate, Licurgo Costa; Israeli Consulate, Sam Elfiert; Radio Free Europe, Philip Barbour; and National Association of Educational Broadcasters, Seymour N. Siegel.

Miami Given FM Use

WGBS [Miami, Florida] has entered into an unusual arrangement with the University of Miami Radio-TV Department, whereby the station's FM transmitter will be put at the disposal of the University for the broadcast of special events. The advantage of the arrangement is that it insures complete freedom from competition with commercial schedules, and permits the presentation of on-the-spot events in their entirety.

Hitherto the five AM-FM stations in Miami have been duplicating AM programs on their FM transmitters. WGBS will resort to FM duplication only when the University is not using the transmitter.

The station has installed transmission lines to the University's campus studios.

Initial program series being broadcast by the University on WGBS-FM are the varsity basketball games. Games are entirely student-produced, with public service organizations as "spon-

[please turn to page 48]

Availabilities

Prepared by Gertrude G. Broderick

The purpose of this section is to draw attention to available materials which are thought to be of interest to many AER-T members, and which may otherwise have escaped their attention. The recordings mentioned are suitable for broadcast purposes as well as for use by the classroom teacher. Further details concerning specific items may be obtained by writing to the sources as indicated.

Recordings

From the Communication Materials Center, Columbia University Press, 413 West 117th Street, New York 27:

The Lonesome Road: The way of the Alcoholic—A series of eight 15-minute programs giving a complete exposition of the problem of alcoholism from both the medical and psychological approach. Using dramatically actual voices of alcoholics, of public health officials, and of law enforcement officers, the series makes vividly clear why alcoholism is now recognized as a disease, what the alcoholic can do for his own recovery, and what the community can do toward eradicating this expensive public health problem. Programs are recorded on 16-inch transcriptions, 33 $\frac{1}{3}$ rpm.

Why Did He Do It?—A unique mental health series telling the life stories of six people "in trouble." Actual voices are used with added commentary. In each case anti-social behavior is shown to be of long development. Tape-recorded material has been assembled in consultation with psychiatrists and social workers. Final emphasis is on the importance of early recognition of emotional troubles that lead to such crimes as burglary, arson, juvenile delinquency, embezzlement, prostitution, and drug addiction. Available both on 16-inch transcriptions and on 10-inch long playing records, both at 33 $\frac{1}{3}$ rpm.

The Human Heart—A series of eight programs designed to allay unfounded fears, encourage early medical attention, and stimulate community cooperation with heart programs. Using an all-star cast, each dramatic presentation is climaxed by a statement by a leading cardiologist, in which he reports to the public on present knowledge about the

heart and diseases of the heart. Programs are open-end, designed for local or statewide use under auspices of appropriate agencies. The series was transcribed as an aid to community

Professional Organization Essential

"I am convinced that we in the field of educational broadcast production and utilization simply must have an alert and energetic professional organization back of us, and I believe that, given the undivided support of its membership, the AER-T can become such an organization—R. R. LOWDERMILK, Radio-TV Section, U. S. Office of Education.

health education, sponsored by the U. S. Public Health Service, Federal Security Agency, and was prepared under the auspices of the National Heart Institute and American Heart Association. Recorded on 16-inch transcriptions, the series is available only as a unit.

The Search—A series of eight 15-minute programs, "open end" transcribed as an aid to community health education. Each program tells a story of research behind current health services, and is intended to help the health department explain in dramatic terms what is done and how its services fit into the health picture. Cutting across many health subjects, the programs deal with diabetes, cerebral palsy, syphilis, smallpox, plague, dehydration, coronary thrombosis, and rheumatoid arthritis. Recorded on 16-inch transcriptions, 33 $\frac{1}{3}$ rpm.

Little Songs for Living Longer—The third group of "Little Songs" by lyric writer, Hy Zaret, and composer Lou Singer. Newest series follows the same format as the previous *Little Songs on Big Subjects* and *Little Songs*

About U. N. In 13 jingles, ranging in length from 23 seconds to 1:12, suggestions are made for guarding against injury or premature death by driving carefully, avoiding accidents in the home, etc. Music is lilting and tuneful. The 13 songs are recorded on four sides of two 10-inch records, 78 rpm.

It should be noted that the editor of Communication Materials Center is AER-T member, Erik Barnouw. Mr. Barnouw, a well known author and writer, also is in charge of courses in television and radio at Columbia University.

Publications

From the Radio-TV Services of the U. S. Office of Education, Washington 25, D. C. the following publications may be obtained upon request:

Television in Education—A 35-page summary report from the proceedings of the Educational Television Programs Institute which was held last spring at Pennsylvania State College, under the auspices of the American Council on Education. The Institute, at which AER-T was well represented, considered the place in the educational process at which television can best serve as an essential part, and agreed upon certain features of television which might be regarded as basic in any planning for the use of the medium in education. For a review of current thinking in background philosophy, as well as for step-by-step operating procedures, this report deserves a place in the newest literature on educational television.

Directory of College Courses in Radio and Television—The 1952-53 biennial list, showing course titles as reported by each institution. Directory also indicates radio and/or television degrees, where offered, together with names of directors of radio-television instruction in each institution. Main purpose of the directory is to assist students, student advisors, teachers, and representatives of the broadcasting industry in locating collegiate training centers for radio and television, without in any way attempting to evaluate the quality of training in any institution.

Outstanding Programs

NBC Presents Young Musicians

A new series of programs presenting young musicians was offered to its affiliated stations by the National

Broadcasting Company in cooperation with the National Federation of Music Clubs starting Sunday, January 4 [NBC radio, 3:15-3:30 p.m., EST].

The program, titled *Youth Brings You Music*, features each week young musicians from a different state chosen by each State Federation of Music Clubs. All performers are non-professionals and include both instrumentalists and vocalists.

On the opening program a brief address was made by Mrs. Ada Holding Miller, Providence, Rhode Island, president of the National Federation of Music Clubs.

Following is the schedule of states: January 4, Illinois; January 11, Wisconsin; January 18, Ohio; January 25, Pennsylvania; February 1, California; February 8, Rhode Island; February 15, Michigan; February 22, [no program]; March 1, North Carolina; March 8, Utah; March 15, Minnesota; March 22, Washington; March 29, South Carolina; April 5, Massachusetts; April 12, New York; April 19, Florida; and April 26, Colorado.

Additional dates will be announced.

Northwestern-NBC Series on Americanism

Resurgence of Americanism is the theme of a new half-hour radio program which began September 26 over station WMAQ, Chicago, at 9 p.m., and has continued ever since. Sponsored by

Northwestern University and the National Broadcasting company, the program aims to develop the meaning of America, and presents an interpretation of American life as expressed in representative books on present-day America.

These books are screened by a panel of distinguished educators and civic leaders consisting of Ray A. Billington, professor of history, Irving J. Lee, professor of public speaking, J. Lyndon Shanley, professor of English, all of Northwestern University; Gilbert H. Scribner, senior partner of Winston and Company, Chicago, and member of the Board of Trustees of Northwestern; and Harold A. Smith, attorney, of the Chicago firm of Winston, Strawn, Black, and Town who is also president of the Northwestern University Alumni Association.

The program, which was originated and developed by John Coleman, author and publicist, of Lake Forest, is under the direction and editorial supervision of Martin Maloney, associate professor of radio and television at Northwestern.

[concluded from page 46] sors." Future plans call for pickup of other University sports events, music recitals, and on-the-spot campus news happenings.

Idea Exchange

TV Aids Boxholm School

There are only thirteen pupils in the third grade of the Boxholm, Iowa, school, yet their art teacher is one of the top professors at the State University of Iowa. Sixteen boys and girls in the fourth grade are learning science from specialists on the staff of Iowa State Teachers College. Six high school juniors in this same Boxholm school, receive guidance help from Iowa State College and State University of Iowa.

Impossible? Unique? Not in Iowa. Here, television is bringing master teachers into the smallest classrooms. A single pupil in a given grade can now receive the same expert supplementary instruction in the fields of music, art, science, and guidance as the pupils in the state's largest schools with specialized teachers for each course of study.

In Iowa, the only state which has, as yet, an educationally-owned and operated television station, WOI-TV in Ames, the three state educational in-

stitutions, Iowa State College, Iowa State Teachers College, and the State University of Iowa have joined forces with the State Department of Public Instruction to produce an in-school viewing program series for the youngsters of the state. WOI-TV provides the technical staff and the production personnel, and in addition the station plans to kinescope the "schooltime programs" for use as classroom films in schools outside the WOI-TV viewing area.

Curriculum experts have worked out the courses of study, making the direct benefit of their work available to every school, both large and small. Laboratory equipment and other work materials which are seldom seen or used in small schools are demonstrated daily on the Iowa TV "schooltime series," yet the experiments and demonstrations are practical enough to be conducted in almost any classroom.

Boxholm, population 394, is located

within the WOI-TV reception area, 40 miles northwest of Ames. The school is small, but the teachers and the parents of Boxholm children are determined that these youngsters shall have the best education available.

In spite of the fact that the school has no television set of its own, Boxholm is one of the Iowa communities actively participating in the Iowa TV "schooltime series."

On Monday, which is music day, Mabel Bergquist's second grade pupils finish their first lessons at 9:50, in time to walk four blocks to the home of Wayne Stark to watch the 10 o'clock *Music Time* program. Mrs. Stark clears the living room and the youngsters sit on chairs or on the floor as they watch the program and join in the music activities. When new songs are taught, the children sing them right along with the youngsters in the studio.

"It's amazing to me how well these little second graders have learned the words and the tunes," Miss Bergquist says. She adds that the program has helped the youngsters to read because teacher John Mitchell, of Iowa State Teachers College, points out the words of the songs as they are sung in the studio. Additional rhythm work is expected to be incorporated into the next series, in accordance with the practice of providing material requested by the teachers.

The entire program series was developed from a conference of school superintendents held at WOI-TV early this summer. The superintendents outlined their needs in supplementary programming, and suggested program areas for TV classes.

Tuesday and Wednesday are guidance days for high school students, and the Boxholm classes, on a rotating basis, go down to the local locker plant which doubles as a television sales room, to watch the "schooltime programs." The teen-agers are given time to discuss the program and a student is assigned to write a report of student reaction which can be distributed to other classes. The report is discussed by each class, enabling all students, whether or not they see the program, to benefit from it.

The fourth grade goes to Superintendent Oliver Knott's home on Thursday morning to watch *Let's Explore Science*, which includes experiments and demonstrations.

Friday is art day for the third grade, and Mrs. Frank Anderson, wife of a school board member, opens her home to the class for *Adventure in Art*. Dr. Frank Wachowiak, State University of Iowa art professor, who teaches the Friday art series, concentrated upon three-dimensional activities during the first 13-week series. Now, since the Christmas holidays, the programs are centered around painting, drawing, and poster-making. The children thus far have exhibited considerable originality in their creative efforts.

Each series is designed to supplement regular instruction in the fields of music, art, science, and guidance, and the resulting follow-up activities indicate that the programs are making real contributions to the learning process. Teacher enthusiasm is reflected in the following quotes from two of them:

More effective than classroom films!

Television brings specialists into the small school and it allows parents to participate with their children in classroom activities. You'd be surprised how interested parents have become in these programs!

Radio-TV in Political Campaigns

From this day forward, no American will ever again be satisfied to crystalize his political opinions about candidates solely on the basis of second-hand impressions. He will want—he will expect—he will demand to *hear* his candidate and to *see* his candidate in action, on his own, as it were, so that he can make up his own mind with an independence of judgment formerly limited to those few who could get within ear-shot and eye-shot of a campaigner on a packing box in the village square. The full realization of the technical feasibility and the practical reality of this circumstance is a very sobering thought to the men and women who work in radio and television. It has also, understandably, aroused the interest and concern of Congress as reflected in the inquiries being made by your committee.

A political campaign season is the occasion for a major upheaval in the broadcasting industry. The disturbance and repercussions are far more deep seated than is generally realized. To appreciate this, let me point out to your committee that the broadcaster operates in a highly competitive atmosphere. In the struggle for survival and the maintenance of economic health, he has developed skills and techniques which are

basic to his trade. His programs are his merchandise, and he strives at all times to build listening habits with his public that will lead them in ever increasing numbers to his varied showcases. It is the habitual audience rather than the sporadic listener that makes his enterprise successful and gives him the opportunity for substantial public service. Whatever dislocates this carefully established habit pattern of integrating program with listener invariably reacts to the long range disadvantage of the broadcaster. Few things have a dislocation efficiency rating equal to a political campaign with its peaks of heat and valleys of cold extending over a period of months.

A strong public reaction, it might be noted, tends to confirm that all campaign speeches broadcast over radio and television are not necessarily inspirational. Broadcasters, through their own standards of practice and codes, have recognized principles of good taste and good sales psychology in limiting the selling message on each program to a wise proportion.

Along comes a political season, and standards of limitation of what we in the trade call "hard hitting copy" are thrown to the winds. Not infrequently the public is subjected to solid block periods of fifteen, thirty, and sixty minutes of political "commercials" which we charitably call election oratory. What is the result of such a drastic switch over from the usual amenities of the broadcaster's relations with the public? I hope it won't come to you as a disillusioning shock to report that people in droves turn such offending political programs off.

Reduction of audience through loss of listeners, some of whom, disturbed by what to them is objectionable programming, manipulate the dials of their sets with a vengeance, is not a minor problem to our industry, it is the most important single consideration confronting individual station management.—RALPH W. HARDY, government relations director, National Association of Radio and Television Broadcasters, testifying December 3, 1952, before the Special House Committee to Investigate Campaign Expenditures, 1952.

Alabama Changes Name

The University of Alabama Department of Radio has a new name. It's now the Department of Radio and Tele-

vision.

During recent years the study of television has been added to many of the original radio courses. Graduates of the department are at work in radio stations and television stations throughout the southeast and from coast to coast. Dr. Kenneth Harwood is head of the new department.

The Department of Radio was founded in 1940 by John Carlisle, pioneer radio educator and radio textbook writer. From 1946 to 1950 Leo Martin of Boston University was head. Dr. Harwood became acting head of the department in 1951 and head in 1952.

Student radio station WABP is operated in connection with the new Department of Radio and Television. Students also broadcast through the facilities of WUOA-FM, University, Alabama, and WAFM-TV, Birmingham.

Courses of study leading to the B.A. and M.A. degrees are offered by the Department of Radio and Television.

Drewry's New Book

New Horizons in Journalism, edited by Dean John E. Drewry of the University of Georgia's Henry W. Grady School of Journalism, is off the press.

This new book, a University of Georgia bulletin, is described in the subtitle: "Press, Radio, Television, Periodicals, Public Relations, and Advertising as Seen Through Institutes and Special Occasions of the Henry W. Grady School of Journalism, 1951-52."

The content of this 165-page volume is, according to Dean Drewry, "material which is as good to read as to hear delivered orally, and of such worth as to merit the longer life of the printed page as contrasted with the evanescence of the spoken word."

"This book," Dean Drewry continued, "drawn from the diverse fields of radio, television, newspapers, magazines, employee publications, advertising, public relations, etc., should make it apparent that the scope and potentialities of journalism are horizon-like in their extensiveness and that there are new developments continuously in all directions."

Among the chapters and their contributors that might be of special interest to AER-T members are the following:

"Protecting the Cornerstone of Democracy," by Ed. Anderson.

"Strengthening the Voice of Ameri-

ca," by Edward W. Barrett.

"Broadcasting: Yesterday and Today," by Ford Bond.

"They Said It Couldn't Be Done: The Story of the First Live Televising of an Atomic Detonation," by Charter Heslep.

"What Television Offers," by Lee Jordan.

"Problems of Television Regulation," by Arthur W. Scharfeld.

"Radio, TV, and American Life," by Edward Weeks.

"Radio as an Important Advertising Medium," by Lee B. Wailes.

New Recording Catalog

A revised and up-to-date edition of the *Annotated List of Phonograph Records* was issued recently by the Children's Reading Service.

This new 1953 catalog, edited by Dr. Warren S. Freeman, professor of music, Boston University, presents about 1,000 carefully chosen recordings from many record companies, arranged by subject areas and grade groups. Recordings are listed not only for music, but also for language arts, science, and social science from kindergarten through senior high school.

Only unbreakable records are included in this new edition.

Each listing in the catalog includes the title, composer, recording artist, available speeds [33, 45, 78 rpm], price for each speed, size, and a description.

To assist teachers in securing the records of their choice, the Children's Reading Service has set up a central ordering service whereby any record, whether or not it is listed in the catalog, can be supplied at the best possible school discount.

Copies of the new catalog may be obtained by sending your request, with 10¢ in coin or stamps to cover postage and handling charges, to Children's Reading Service, 1078 St. John's Place, Brooklyn 13, New York.

Quo Vadis—Radio?

Have you heard some of the talk that is going the rounds these days about radio? Many are saying that television will far outdistance radio. Surveys and statistics tell us that today there are four times as many radios as television sets. But television is young and has time to grow up. Will it surpass radio in mere numbers? I wonder.

Some prefer to hear and see at the

same time. Television enables them to do both. But the same individuals probably prefer just to hear sometimes, and not to see. No doubt, also, they like just to look, and not to listen. Is there boredom in constantly seeing and hearing simultaneously? Will there always be need for radios in homes?

Remember the days way back when—when we were told that the silent movies would to a great extent eventually supplant reading from books. What is the situation today? Millions of books are both printed and read more than formerly. So with radios. At least one radio is part of the essential furniture of nearly every American home. The radio has a permanent place as a means of communication. Without disparaging the stupendous growth and marvellous future of television, radio is here to stay.

Some say that television will all but eliminate the radio; that only the blind will need and will desire radios. But I predict that radios at least as prototypes will be with all of us in the year 2000—that is, with those of us who are still around.—CYRIL C. O'BRIEN, Department of Education, Marquette University, Milwaukee, Wisconsin.

New TV Handbook Announced

Publication of a comprehensive handbook on educational television, with information on every phase of the subject, from where to locate a new station to how a professor should give a lecture before a camera, has been announced by the American Council on Education. The 285-page volume, *A Television Policy for Education*, is edited by Carroll V. Newsom, associate commissioner for higher education of New York State.

The book instructs local communities on how to apply for a license to operate a TV station, how to finance station construction and operation, how to produce effective programs, and how to secure films from other educational stations and commercial producers. It also describes the significant types of educational programs that have been produced.

Among the authors of sections of the book are Chairman Paul A. Walker of the Federal Communications Commission, President Allen B. Du Mont of the Du Mont Laboratories, Bob Banner, producer of *The Fred Waring Show*,

Franklin Dunham of the U. S. Office of Education, President Milton S. Eisenhower of Pennsylvania State College, President Arthur S. Adams of the American Council on Education, E. Arthur Hungerford, Jr., of General Precision Laboratories, Lynn Poole, producer of *The Johns Hopkins Science Review*, Executive Director Ralph Steetle of the Joint Committee on Educational Television, and Seymour Krieger, counsel to the Joint Committee.

The volume is based on the addresses and discussions at the Television Programs Institute held at Penn State in the spring of 1952 by the American Council on Education. Operators of TV stations, representatives of public schools and colleges that have pioneered in TV classroom instruction, engineering specialists, legal counsellors, leaders from the television industry, producers of network programs, and other specialists met with educators eager to find ways of using the 242 reservations made for educational stations by the FCC. The institute was financed by the Fund for Adult Education, the Payne Fund, and the Alfred P. Sloan Foundation.

Copies of the book may be secured from the American Council on Education, Washington, D. C., for \$3.50.

TV Students Excell

Telecourse students had a median test score of 67 as compared with a median score of 54 made by students in regular classes. This indication of the effectiveness of TV as a teaching device appears in a report prepared recently by Dr. Elroy L. Stromberg, chairman, Department of Psychology, Western Reserve University [Cleveland].

Dr. Stromberg based his study upon the results of a course in introductory psychology, which he offered a year ago over Station WEWS in Cleveland. He discovered first that students enrolled for some-study-by-TV who completed the course work were superior as a group to the campus students. Next he found that a high percentage of the telecourse students actually completed the course. Finally, his investigation revealed that the students who took the TV course scored a median 67 as compared with a median of 54 for 1,200 students who had previously taken the same examination after completing the course in campus classes.